



# Core Content Connectors

## 2021

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### **6<sup>th</sup> Grade**

English Language Arts

Montana Office of Public Instruction  
High Academic Standards for Students

## 6<sup>th</sup> Grade Overview

Core Content Connectors (CCCs) are only used for students with the most significant cognitive disabilities. They identify the most salient grade-level, core academic content in ELA and Mathematics found in both the Montana Content Standards and the [Learning Progression Frameworks \(LPF\)](#). CCCs illustrate the necessary knowledge and skills in order to reach the learning targets within the LPF and the Montana Content Standards, focus on the core content, knowledge and skills needed at each grade to promote success at the next, and identify priorities in each content area to guide the instruction for students in this population and for the alternate assessment. These standards reflect the constitutional mandate that all educators must provide instruction including the distinct and unique heritage and contemporary contributions of American Indians in a culturally responsive manner (See IEFA; [MCA 20-1-501 Article X](#); resources; and materials).

### Reading Standards for Literature

- Independently and proficiently read grade-appropriate and increasingly complex literature from a variety of genres
- Analyze how key details build the central idea or theme of a text
- Write summaries of text distinct from personal opinions and judgments
- Analyze elements of literature, including an author's use of figurative language and how a specific part of a text contributes to its structure
- Cite textual evidence to support analysis and inferences
- Compare and contrast how texts from different genres address similar themes or topics
- Analyze characters, setting, plot, and theme in literary work

### Reading Standards for Informational

- Read and analyze grade appropriate informational and nonfiction texts
- Cite textual evidence to support analysis and inferences
- Write summaries of text distinct from personal opinions and judgments
- Integrate information gained from a variety of texts to determine different points of view
- Analyze how details build the central idea and purpose of a text
- Determine ideas that are and are not supported by evidence
- Make accurate inferences based on cited evidence found in a text

## Writing Standards

- Write argumentative and explanatory pieces that include evidence to support ideas, linking words, precise vocabulary and a conclusion
- Maintain a formal style in argumentative and explanatory writing
- Write narratives that include a clear sequence of events, descriptive details, dialogue, and words that indicate a change in time
- Conduct short research projects to build knowledge through investigation
- Plan, draft, revise and edit to produce clear and coherent writing
- Demonstrate sufficient command of keyboarding skills to complete a writing task

## Speaking and Listening Standards

- Engage in collaborative discussions by using effective and appropriate speaking and listening skills and following specific discussion guidelines
- Prepare and participate in discussions by reading/researching the texts under discussion
- Orally present claims and findings, sequencing ideas and evidence logically with appropriate descriptions, facts, and details
- Interpret information presented orally in diverse media formats, and decipher claims that are supported by evidence from claims that are not
- Report on a topic or text, sequencing ideas logically, using relevant facts and details, and including multimedia components

## Language Standards

- Demonstrate mastery of grade level conventions (grammar, capitalization, punctuation, and spelling)
- Construct paragraphs that include an introduction of the topic, supporting details, and conclusion
- Use knowledge of Greek and Latin prefixes, suffixes, and roots to determine the meaning of unknown words
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionaries
- Apply their knowledge of figurative language and word relationships to determine nuances in word meaning for sixth-grade vocabulary

	Montana's English Language Arts Content Standards – 6 <sup>th</sup> Grade
	Reading Standards for Literature
	Key Ideas and Details
RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>6.RL.b2 Refer to details and examples in a text when explaining what the text says explicitly.</b> <b>6.RL.b3 Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters including how they change during the course of the story.</b> <b>6.RL.b4 Use the specific details from the text to support inferences and explanations about plot development.</b>
RL.6.2	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <b>6.RL.c1 Select key details about a character and relate those details to a theme within the text.</b> <b>6.RL.c2 Determine the theme(s) of a story, drama, or poem including how it is conveyed through particular details.</b> <b>6.RL.c3 Summarize a text from beginning to end in a few sentences without including personal opinions.</b>
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. <b>6.RL.b1 Describe how the plot unfolds in a story.</b> <b>6.RL.d1 Analyze a character's interactions throughout a story as they relate to conflict and resolution.</b>
	Craft and Structure
RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. <b>6.RWL.e3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</b>
RL.6.5	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. <b>6.RL.e1 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.</b>
RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text. <b>6.RL.f1 Determine the narrative point of view.</b> <b>6.RL.f2 Identify and describe how the narrative point of view influences the reader's interpretation.</b> <b>6.RL.f3 Explain how an author develops the point of view of the narrator or speaker in a text.</b>
	Integration of Knowledge and Ideas
RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

	<b>6.RL.e3 Compare the experience of reading a story or drama to listening to or viewing an audio, video, or live version of the text.</b>
RL.6.8	(Not applicable to literature) <b>N/A</b>
RL.6.9	Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories; traditional and contemporary stories by and about American Indians) in terms of their approaches to similar themes and topics. <b>6.RL.e2 Compare texts from different genres that have a similar theme or address the same topic.</b>
	Range of Reading and Level of Text Complexity
RL.6.10	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6. <b>6.HD.a1 Read or be read to a variety of texts or adapted texts including historical novels, fantasy stories and novels, poetry, fiction, and nonfiction novels.</b> <b>6.RL.a1 Use a variety of strategies to derive meaning from a variety of texts.</b>

	Montana's English Language Arts Content Standards – 6 <sup>th</sup> Grade
	Reading Standards for Informational Text
	Key Ideas and Details
RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>6.RI.d2 Use textual evidence to support inferences.</b>
RI.6.2	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <b>6.RI.c2 Provide a summary of the text distinct from personal opinions or judgments.</b>
RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes). <b>6.RI.g1 Identify key individuals, events, or ideas in a text.</b> <b>6.RI.g2 Determine how key individuals, events, or ideas are introduced in a text.</b> <b>6.RI.g3 Determine how key individuals, events, or ideas are illustrated in a text.</b> <b>6.RI.g4 Determine how key individuals, events, or ideas are elaborated or expanded on in a text.</b>
	Craft and Structure
RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <b>6.RWL.e3 Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.</b>
RI.6.5	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. <b>6.RI.b1 Use signal words as a means of locating information (e.g., knowing that "because" or "as a result of" may help link a cause to a result).</b> <b>6.RI.d1 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</b>
RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. Include texts by and about American Indians. <b>6.RI.e1 Determine an author's point of view or purpose in a text and explain how it is conveyed.</b>
	Integration of Knowledge and Ideas
RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. <b>6.RI.b3 Identify what is learned from different media or formats compared to what is learned via written words or spoken words.</b> <b>6.RI.b4 Summarize information gained from a variety of sources including media or texts.</b>

	<b>6.RI.f1 Identify relevant details from several texts on the same topic (e.g., what are the important things that you learned?).</b>
RI.6.8	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Include texts by and about American Indians. <b>6.RI.g5 Identify an argument or claim that the author makes.</b> <b>6.RI.g6 Evaluate the claim or argument; determine if it is supported by evidence.</b> <b>6.RI.g7 Distinguish claims or arguments from those that are supported by evidence from those that are not.</b>
RI.6.9	Compare and contrast one author's presentation of events with that of another author. Include texts by and about American Indians. <b>6.RI.e3 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).</b>
	Range of Reading and Level of Text Complexity
RI.6.10	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6. <b>6.HD.a1 Read or be read to a variety of texts including historical novels, fantasy stories and novels, poetry, fiction, and nonfiction novels.</b> <b>6.RI.a1 Use a variety of strategies to (e.g., use context, affixes and roots) derive meaning from a variety of print/non-print texts.</b>

	Montana's English Language Arts Content Standards – 6 <sup>th</sup> Grade
	Writing Standards
	Text Types and Purposes
W.6.1	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>b. Support claim(s) with clear reasons and relevant evidence, using credible sources, including <u>oral</u> sources, and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p><b>6.WP.c1 Write an introduction that introduces the writer's claim within persuasive text.</b></p> <p><b>6.WP.c2 Create an organizational structure in which ideas are logically grouped to support the writer's claim.</b></p> <p><b>6.WP.d1 Write arguments to support claims with clear reasons and relevant evidence from credible sources.</b></p> <p><b>6.WP.e1 Use words, phrases and clauses to link claims, and reasons.</b></p> <p><b>6.WP.g1 Provide a concluding statement or section that follows the argument presented.</b></p> <p><b>6.WP.a2 Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.</b></p>
W.6.2	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p><b>6.WI.b2 Organize ideas, concepts, and information (e.g., using definition, classification, comparison/contrast, cause/effect).</b></p> <p><b>6.WI.c1 Write an introduction that includes context/background information establishes a central idea or focus about a topic.</b></p> <p><b>6.WI.d1 Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations, or other information and examples.</b></p> <p><b>6.WI.f1 Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to promote reading understanding.</b></p> <p><b>6.WI.e1 Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing.</b></p> <p><b>6.WI.d2 Use precise language and domain-specific vocabulary to inform about or explain the topic.</b></p> <p><b>6.WI.e2 Maintain a consistent style and voice throughout writing.</b></p> <p><b>6.WI.g1 Provide a concluding statement or section that follows from and summarizes the information presented.</b></p>

W.6.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>6.WL.b1 Engage and orient the reader by establishing a context and introducing a narrator and/or characters.</b></p> <p><b>6.WL.c1 Organize ideas and event so that they unfold naturally.</b></p> <p><b>6.WL.c2 When appropriate, use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</b></p> <p><b>6.WL.c3 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</b></p> <p><b>6.WL.d1 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</b></p> <p><b>6.WL.g1 Provide a conclusion that follows from the narrated experiences or events.</b></p> <p><b>6.WL.f1 Use figurative language appropriately, including similes and metaphors.</b></p>
Production and Distribution of Writing	
W.6.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>6.WI.h2 Produce a clear, coherent, permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), and audience (e.g., reader).</b></p> <p><b>6.WL.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task, purpose (e.g., to entertain), and audience.</b></p> <p><b>6.WP.h1 Produce a clear, coherent, permanent product that is appropriate to the specific task purpose (e.g., to persuade), and audience.</b></p>
W.6.5	<p>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)</p> <p><b>6.WP.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., define purpose, which is to persuade, state your claim, gather evidence, create your argument, provide a meaningful conclusion).</b></p> <p><b>6.WL.a1 With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story).</b></p> <p><b>6.WI.b1 With guidance and support from peers and adults, develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion).</b></p> <p><b>6.WP.h2 With guidance and support from peers and adults, strengthen writing by revising and editing.</b></p>



	<p><b>6.WL.h2 With guidance and support from peers and adults, strengthen writing by revising and editing (e.g., review product, strengthening story).</b></p> <p><b>6.WI.h1 With guidance and support from peers and adults, strengthen writing as needed by revising and editing.</b></p>
W.6.6	<p>Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting.</p> <p><b>6.WA1 Use technology to produce and publish writing. (e.g., use internet to gather information; use word processing to generate and collaborate on writing).</b></p> <p><b>6.WA2 Develop sufficient keyboarding skills.</b></p>
	Research to Build and Present Knowledge
W.6.7	<p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate and includes sources and/or topics by and about American Indians.</p> <p><b>6.WI.b3 Follow steps to complete a short research project (e.g., determining topic, locating information on a topic, organizing information related to the topic, drafting a permanent product).</b></p>
W.6.8	<p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><b>6.WP.b2 Gather relevant information (e.g., highlight in text, quote or paraphrase from text or discussion) from print and/or digital sources.</b></p> <p><b>6.WI.a1 Gather information (e.g., highlight, quote or paraphrase from source) relevant to the topic from print and/or digital sources.</b></p> <p><b>6.WP.b4 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</b></p> <p><b>6.WI.a2 Quote or paraphrase the data and conclusions of others in writing while avoiding plagiarism.</b></p> <p><b>6.WP.b3 Provide a bibliography for sources that contributed to the content within a writing piece.</b></p> <p><b>6.WI.a3 Provide a bibliography for sources that contributed to the content within a writing piece</b></p>
W.6.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 6 Reading standards to literature.</p> <p>b. Apply grade 6 Reading standards to informational text and nonfiction.</p> <p><b>6.WP.a1 Analyze mentor texts to support knowledge of persuasive writing (e.g., analyze newspaper editorials to explore the way the author developed the argument).</b></p>
	Range of Writing
W.6.10	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>No CCCs developed for this standard.</b></p>

	Montana's English Language Arts Content Standards – 6 <sup>th</sup> Grade
	Speaking and Listening Standards
	Comprehension and Collaboration
SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <b>6.HD.e1 Make appropriate comments that contribute to a collaborative discussion.</b> <b>6.HD.e2 Review the key ideas expressed within a collaborative discussion linking multiple perspectives together.</b> <b>7.HD.i1 Use information and feedback to refine understanding or products.</b> <b>7.HD.j1 Use information and feedback to refine own thinking.</b>
SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study. <b>6.RI.c3 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).</b> <b>6.RI.c4 Explain how information gained via media formats and contributes to the understanding of a topic, text, or issue under study.</b>
SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. <b>6.RI.c5 Summarize the points a speaker makes.</b> <b>6.RI.e2 Summarize the points an author makes.</b> <b>6.RI.g7 Distinguish claims or arguments from those that are supported by evidence from those that are not.</b> <b>6.WP.a2 Distinguish claims presented orally or in writing that are supported by reasons and claims that are not.</b>
	Presentation of Knowledge and Ideas
SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. <b>6.WA.3 Report on a topic, story or claim with a logical sequence of ideas, appropriate facts and relevant, descriptive details</b>
SL.6.5	Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information. <b>6.WA.4 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</b>

	<b>6.WA.5 Use captioned pictures, labeled diagrams, tables, or other visual displays in presentations when appropriate to support the topic or theme.</b>
SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) <b>No CCCs developed for this standard.</b>

	Montana's English Language Arts Content Standards – 6 <sup>th</sup> Grade
	Language Standards
	Conventions of Standard English
L.6.1	<p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <p>a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).</p> <p>b. Use intensive pronouns (e.g., myself, ourselves).</p> <p>c. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>e. Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p><b>6.WA.7 Identify and use pronouns in accurately writing.</b></p> <p><b>6.WA.6 Use strategies (e.g., clarify language and grammar, vary sentence patterns, maintain consistent tone and style) to improve written expression in conventional language.</b></p>
L.6.2	<p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Use correct spelling.</p> <p><b>6.WA.8 Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/parenthetical elements.</b></p> <p><b>6.WA.9 Spell words correctly in writing.</b></p>
	Knowledge of Language
L.6.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>b. Maintain consistent style and tone.</p> <p><b>6.WA.10 Vary sentence patterns for meaning, reader interest, and style within writing.</b></p>
	Vocabulary Acquisition and Use
L.6.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>b. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase.</p> <p><b>6.RWL.a1 Use context to determine the meaning of unknown or multiple meaning words.</b></p>

	<p><b>6.RWL.b1 Use common grade-appropriate roots and affixes as clues to the meaning of a word.</b></p> <p><b>6.RWL.d2 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation of a word.</b></p> <p><b>6.RWL.d3 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word.</b></p> <p><b>6.RWL.d4 Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word.</b></p> <p><b>6.RWL.d1 Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).</b></p>
L.6.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., personification) in context.</p> <p>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p> <p><b>6.RWL.e1 Explain the meaning of figures of speech (e.g., personification, idioms, proverbs) in context.</b></p> <p><b>6.WL.f1 Use figurative language appropriately, including similes and metaphors.</b></p> <p><b>6.WA.11 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.</b></p> <p><b>6.RWL.a2 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.</b></p> <p><b>6.RWL.e2 Identify the connotative meaning (the idea associated with the word) of a word or phrase.</b></p> <p><b>6.RL.g1 Interpret personification to help explain the characters within a text.</b></p> <p><b>6.RL.g2 Interpret the use of personification within a text.</b></p>
L.6.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>6.WA.12 Use grade appropriate general academic and domain-specific words and phrases accurately within writing.</b></p> <p><b>6.RWL.c1 Use general academic and domain specific words and phrases accurately.</b></p>